As of 9/21/05

NCLB 2006
Parallel Application

Directions

CHECKLIST FOR PARALLEL APPLICATION SUBMISSION

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- FY 2005 Actual Performance Targets Achieved
- Description of Selected Priority Problems for the District Identified During the Needs Assessment
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For Title III- Districts that have not met the Annual Measurable Achievement Objectives for two consecutive years
- Annual Measurable Achievement Objectives and Performance Goals
- Description of Selected Priority Problems for the District Identified
- District Improvement Plan

> *Note:* For all revised pages: Include the # of the revision (1, 2, 3…) and the date of the revision.

PARTICIPANTS IN CONSULTATION AND COLLABORATION IN APPLICATION DEVELOPMENT

DIRECTIONS

NCLB Requirements and General Information
NCLB requires that certain constituents participate in the development and implementation of the grant application.

1. List the name of each individual participating in the development of the application.
2. Indicate the individual's title and constituency represented using the name of the constituency listed at the bottom of this page (e.g., teachers, parents, students, community, private schools, etc.).
3. Indicate with a check (√) all programs with which the individual assisted in the development of the application.

Duplicate if needed.

Note:
- A representative from each participating private school must be included. Title I requires that the LEA maintain written affirmation signed by officials for each participating private school that the required consultation has occurred.
- For private schools, a sample survey letter and the income eligibility guidelines/survey are in the Appendix.
- A representative from each school in need of improvement must be consulted. Participation is essential during the development of the school's improvement/corrective action plan.
- If all constituents are not represented, an explanation must be provided.
- Consultation may occur in large, small groups and/or on an individual basis.

- **Abbott Districts**: The Parallel Application includes instructions for incorporating the 2005-2006 Report on Instructional priorities developed in March 2004 into the NCLB Parallel Application where applicable.

🛑 At the bottom of the page is a list of the constituents that should be included. The Reference Manual provides additional information on the requirements for each Title.

EQUITABLE ACCESS, COORDINATION OF PROGRAMS AND PARTICIPATION

DIRECTIONS

Equitable Access

In accordance with §427 of the General Education Provisions Act (GEPA), each LEA must include in its application a description of the steps the LEA proposes to take to ensure equitable access to, and participation in, its federally assisted programs by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome the identified barriers to equitable participation. The statute highlights six types of barriers that can impede equitable access or participation that may be addressed: gender, race, national origin, color, disability or age. The LEA makes the determination as to whether these or other barriers may prevent students, teachers, or others from such access to, or participation in, federally funded projects or activities. Further information may be found at:
www.ed.gov/fund/grant/apply/appforms/gepa427.doc.

Coordination of Programs and Participation
1. Programs: In accordance with NCLB §1112, each LEA plan submitted under NCLB must integrate and coordinate NCLB programs and other educational programs such as Title I Schoolwide Programs, IDEA, Perkins, McKinney, Even Start, Head Start, Reading First, Early Reading First, 21st Century Community Learning Centers Program.

2. Subgroups: In accordance with NCLB §1112, each LEA plan must include a description of how services to the listed subgroups will be coordinated.

3. Participation: In accordance with NCLB §1114, LEAs are required to continually consult with its participant committee.

DISTRICT NEEDS ASSESSMENT

DIRECTIONS

Note:
The following pages concern the needs assessment and its results. These pages must be completed in conjunction with each other:
- District Needs Assessment
- FY 2005 Actual Performance Targets Achieved
- Description of Selected Priority Problems Identified During the Needs Assessment
- Performance Goals and Indicators
- LEA Program Plan

The continuous needs assessment process must be conducted *annually* in the context of the achievement of the FY 2005 performance targets as indicated in column 4 of the FY 2005 Program Plan and described on the FY 2005 Actual Performance Targets Achieved page. The evaluation of the previously implemented programs funded under NCLB must be considered in this process. LEAs must use the best available data for the needs assessment. Focus must be directed to under-performing subgroups within the LEA. If applicable, include information from the CAPA Report and AYP results for schools within the district.

Each school and private school within the LEA must complete this process. The results of the schools within the LEA may be compiled into a single document. Separate documents for private schools are recommended.

For consortium applications: Each participant's needs must be addressed and reflected.

🛑 Select the priority problems to be addressed in this year's application (continuation of priority problems selected for 2005 or selection of additional/new priority problems). Update and revise the Description of Selected Priority Problems Identified During the Needs Assessment.

This form is used for the following:
1. Each school within the LEA, each private school and consortium participant must be considered during the needs assessment process. As a result of the comprehensive needs assessment, the LEA may incorporate the results of each school's needs assessment on the pages or submit separately for each school.
2. Specify the LEA, county and, if applicable, the school, and private school. If applicable, indicate with a ☑ if the needs assessment includes the LEA and all its schools, private schools and/or consortium participants.
3. As a result of the needs assessment, by Population Category, indicate with a ☑ each Need Category that has been identified as a problem. For example, if *Science* has been

identified as a problem for *LEP* students, a ☑ should be placed in the cell at the intersection Column J (LEP) and Row 3c (Science).

> *Note:*
> For each Title I school in need of improvement, a separate needs assessment, selected problem description and program plan must be submitted. These pages are provided separately in this application.

    4. Prioritize problems and select which priority problem(s) will be addressed in the Program Plan. Select only the priority problems that the will be addressed in this grant application. The letter/number code for each selected priority problem will be used on the Program Plan.

🛑 Title I requires that certain populations be considered in the needs assessment process on an annual basis. Therefore, LEAs receiving Title I funds **must** certify that Population Categories, items A-M were assessed this year. This provides an assurance that all required populations have been annually assessed.

A detailed description of the selected priority problem(s) and populations are to be provided on the "Description of Selected Priority Problems Identified During the Needs Assessment" page.

> *Note:*
> All of the problems checked in the Needs Assessment do not need to be selected to be addressed in the grant program plan.

> *Note:* **Abbott Districts**
> - For Abbott Districts that have recently conducted a comprehensive needs assessment, it will be accepted in lieu of this process. For further information, refer to "Improving Learning and Literacy in Abbott Classrooms 2005-2006 Guidelines" at http://www.nj.gov/njded/abbotts/imp/.
> - Completion of this process does apply to Abbott LEAs (district-level), for neglected and delinquent activities and for private schools.

FY 2005 ACTUAL PERFORMANCE TARGETS ACHIEVED

DIRECTIONS

On this page, the actual achievement of the FY 2005 performance targets is described. This information is based upon the data specified in the FY 2005 Program Plan, columns 3 and 4.

Additionally, this page serves as the status report for the FY 2005 NCLB grant. Therefore, the FY 2005 NCLB Final Report will not include a status report.

For 2005 Baseline Data and Performance Targets, enter information from column 3 of the Program Plan of the approved FY 2004 NCLB grant.

For 2005 Actual Outcomes, provide data and describe the outcome of performance targets, indicating if they were achieved.

The actual outcomes must be considered during the continuous needs assessment process. Programs and activities would then be adjusted to address the changing needs within the LEA.

> *Note:*
> LEAs/schools are to use the "best available" data when describing the FY 2005 Actual Outcomes.

DESCRIPTION OF SELECTED PRIORITY PROBLEMS FOR THE DISTRICT IDENTIFIED DURING THE NEEDS ASSESSMENT

DIRECTIONS

This page is used to describe the selected priority problems to be addressed in this application as a result of the LEA's needs assessment for its public and private schools and schools in need of improvement.

Select the priority problem(s) to be addressed in this application. Incorporate the selected priority problem(s) identified and noted on "*Problems Identified During the Needs Assessment*." The information on this page is used to develop the Program Plan.

> *Note:*
> - For Title I Targeted Assistance Programs, describe the selection criterion that is based upon student achievement used to determine the students to be served.
> - A separate page must be submitted for each School in Need of Improvement. This page is provided separately in this application.
> - Priority needs for schools in need of improvement must be reflected in the District Improvement Plan Report provided later in this application.

Description of Priority Problem
As a result of the needs assessment, describe the priority problem in the context of the target population(s) and documented needs to be addressed in this application. The description should address causes:
- Target Population
- Targeted School(s)
- CAPA Findings
- AYP Indicator Missed
- Causes of Selected Priority Problem
- Areas to be Measured
- Measurement Tool
- Identification of Data Sources
- Other Relevant Information
- Person Responsible for Implementing Improvement

Examples of measurement areas are: state assessment data, other related data, disaggregated data, violence, vandalism, substance abuse, related at-risk behavior, highly qualified teachers and paraprofessionals, and professional development programs. For data associated with incidents of drug abuse, areas to address include: where, when, by whom and the extent of the drugs being used in an effort to identify priority problems.

The analysis should also address the data and the needs in the context of each identified population and the individual schools served. If applicable, include information from the CAPA Report.

Priority Problem Code(s) – Population Letter and Problem Number:
Use the identifiers from the Needs Assessment: Population Categories (A-S) and the Needs Categories (1-66).
For example: Population Categories – economically disadvantaged is D
                    Needs Categories –Student Academic Needs–closing the achievement gap is 1

These codes are to be transferred to column **(1)** of the Program Plan.

PERFORMANCE GOALS AND INDICATORS

DIRECTIONS

Federally Mandated Performance Goals and Performance Indicators
In completing the Program Plan, LEAs conducted a comprehensive needs assessment. As a result of the findings of the needs assessment, LEAs must design their program plan using the USDOE prescribed performance goals and indicators. *In accordance with NCLB, LEAs are required to direct their resources to meeting this core set of five performance goals and performance indicators.*

LEA Derived Performance Goals and Performance Indicators
Additionally, LEAs may establish their own unique indicators. These LEA performance indicators are to be described under the appropriate goal at the conclusion of the needs assessment and need identification and priority problem description. The numbering of the LEA derived performance indicators is sequential under each goal.

The codes for the performance goals and indicators on this page will be used in the Program Plan, column 2.

DISTRICT PROGRAM PLAN

DIRECTIONS

The LEA Program Plan:
- Summarizes the needs assessment and its populations and priority problem(s) identified
- Specifies the relationship to the Performance Goals and Indicators
- Identifies the Accountability Measures (Baseline, Targets, Outcomes, Tool/Method)
- Specifies the scientifically based program(s) and the related activities used to address the selected priority problems
- Identifies which priority problems were noted during a CAPA review or tied to missed AYP indicators

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Note:
- A separate Program Plan must be submitted for each Title I School in Need of Improvement. This page is provided separately in this application.
- A separate District Plan to Support Schools in Need of Improvement , provided separately in this application, must be completed for districts with schools in need of improvement.
- Abbott Districts: Attach a copy of the District Report on Instructional Priorities and refer to the Appendix to the Parallel Application on page 36 for further information.

Addressing the needs of these Schools in Need of Improvement must be a priority. LEAs that do not receive Title I funds are not required to complete a school improvement plan. However, these schools should address identified needs through their planning process.

🛑 **Requirements:**

- **Title I:** All funded teachers must be "highly qualified." Additional Title I requirements are located in the Appendices/Worksheets.

- **Abbott LEAs:** Abbott LEAs must complete a program plan. It should describe district-level activities, school-based Title I-funded activities, activities for each school in need of improvement, private school services and programs for neglected and delinquent students.

Column 1: Enter the codes for each selected priority problem(s) described on the "*Description of Selected Priority Problem Identified During the Needs Assessment*."

Column 2: Using one or more of the five USDOE Performance Goals, select one or more of the performance indicators to be measured that apply - USDOE or LEA derived. Enter the codes for the USDOE performance goals and the USDOE and/or LEA derived performance indicators (i.e., 1.1; 3.2).

Column 3: Identify baseline data and performance targets/measurements of achievement/success for each priority problem listed in column **(1)** for 2005 and 2006.

Column 4: Identify Actual Outcomes from FY 2005. Refer to the form, "FY 2005 Actual Performance Targets Achieved," since identification of the actual outcomes from FY 2005 is required during the time of application development. Tools/methods that were identified to measure and collect this information on performance targets must be used. LEAs are encouraged to use the best available data.

Examples of such tools/methods are: state assessments, local assessment data, attendance, discipline, promotion trends, instruction time, student/teacher relationships, focus groups, surveys, experimental control designs, socialization, teacher retention/job satisfaction, teacher qualifications, grades, classroom observations, standardized tests, portfolios, statistical evidence, state assessment data, disaggregated data, violence, vandalism, substance abuse and related at-risk behavior(s).

Column 5: Identify the tool/method by which success in reaching the performance target will be measured. See examples of measurement tools listed above.

Column 6: Before continuing to implement activities that were federally funded in FY 2005, LEAs must determine their success in achieving the performance targets. The results of the evaluation must be used to refine, improve, strengthen, discontinue or replace the program.

List:
- The scientifically based program using letters A, B, C….
- The activities that will be used to address each selected priority problem(s) identified in column **(1)**. Number each activity sequentially (i.e., 1, 2, 3 …) under each scientifically based program.

Note:
- The definition of scientifically based research (NCLB §9191) can be found in the Reference Manual.
- A Sample Program Plan is located in the Appendix/Worksheets.

For districts with schools that have undergone a CAPA visit, complete column 7.

Column 7: If the priority problem was cited as a finding or recommendation in a CAPA report, indicate the CAPA standard number(s) (1 to 9) and recommendation #(s) from the CAPA Summary Report. CAPA findings are likely related to identified priority problems.

DISTRICT: CAPA recommendations for the district are contained within each school's CAPA Summary Report. Districts are required to incorporate the recommendations from the CAPA Summary Report that were prioritized for Year 1 during the post CAPA prioritization meeting and that will be funded using federal resources. For other funded recommendations, see the "District Plan to Support Schools in Need of Improvement." If a meeting was not held to prioritize the recommendations, please call your NJDOE County Ed. Specialists or Abbott local support team member.

Column 8: If an AYP indicator was missed, this should be noted in this column. Districts should consider funding priority problems relating to missed indicators. Example: Special Ed.-Math.

Title I Checklists for Schoolwide Program Plans

DIRECTIONS

Section 1114 of the NCLB legislation allows a school with 40% or more poverty to submit a schoolwide plan for approval. Funds from other federal, state, and local sources may be consolidated in order to upgrade the entire educational program of this school. Information on the requirements of schoolwide schools are explained in detail in the *NCLB Reference Manual*.

The NCLB final regulations state that "A school operating a schoolwide program must annually evaluate the implementation of, and the results achieved by, the schoolwide program and revise the plan as necessary based on the results of the evaluation to ensure continuous improvement of students in the school." (67 FR 71710)

To fulfill the provisions of the law, districts must submit checklists 1 and 2 for each school with an approved schoolwide plan. Approved schoolwide plans must be updated annually and submitted for review and approval to the county/Abbott offices attached to the NCLB parallel paper application.

TITLE I − PARENTAL INVOLVEMENT AND NOTIFICATION

DIRECTIONS

NCLB Requirements and General Information
Section 1118 of the NCLB legislation states, "Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy." NCLB requires other parental notifications and involvement. This form includes the LEA parental involvement requirements under Section 1118. To complete this form, check either "Yes," "No," or "N/A" to indicate the LEA's compliance with the requirements of §1118. Please note that the Appendices and Worksheets section of the *NCLB FY 2006 Reference Manual* contains sample letters for correspondence to parents that is mandated under NCLB §1118.

Note: Submit a copy of the parental notification letter(s) for items 10, 11, and 12 with this application.

Title I
Schools In Need of Improvement
and
Districts in Need of Improvement

These pages must be completed for the following:
- **Schools in need of improvement**
- **Districts with schools in need of improvement**
- **Districts in need of improvement**

TITLE I – SCHOOL IN NEED OF IMPROVEMENT
School Needs Assessment

DIRECTIONS

Each school in need of improvement within the LEA must conduct a comprehensive needs assessment annually based on its most recent achievement goals and actual performance. This form is used to record those problems identified as a result of the need assessment process.

To complete this form:
1. Specify the LEA, County, Project Code and School Name. Each school in need of improvement **must** complete a separate Needs Assessment.

2. By Population Category, indicate with a ☑ each Need Category that has been identified as a problem. For example, if *Science* has been identified as a problem for *LEP* students, a ☑ should be placed in the cell at the intersection Column J (LEP) and Row 3c (Science). Title I requires that certain populations be considered in the needs assessment process on an <u>annual</u> basis. Therefore, schools receiving Title I funds **must** certify that Population Categories, items A-M were assessed this year. This provides an assurance that all required populations have been annually assessed.

3. Prioritize problems and select which priority problem(s) will be addressed in Description of Priority Problems and the Program Plan forms for Title I Schools in Need or Improvement. <u>Select only</u> the priority problems that the will be addressed in this grant application.

Note:
- All of the problems checked in the Needs Assessment do not need to be selected to be addressed in the grant program plan.
- If applicable, consider the findings identified in the CAPA Report for each school.

TITLE I – SCHOOL IN NEED OF IMPROVEMENT
FY 2005 Actual Performance Targets Achieved

DIRECTIONS

On this page, each school in need of improvement describes the actual achievement of the FY 2005 Performance Targets. This information is based upon the data specified in the FY 2005 Program Plan, columns 3 and 4.

Additionally, this page serves as the status report for the FY 2005 NCLB grant. Therefore, the FY 2005 NCLB Final Report will not include a status report.

For 2005 Baseline Data and Performance Targets, enter information from column 3 of the Program Plan of the approved FY 2004 NCLB grant.

For 2005 Actual Outcomes, provide data and describe the outcome of performance targets, indicating if they were achieved.

The actual outcomes must be considered during the continuous needs assessment process. Programs and activities would then be adjusted to address the changing needs within the school.

Note:
Schools are to use the "best available" data when describing the FY 2005 Actual Outcomes.

TITLE I – SCHOOL IN NEED OF IMPROVEMENT
Description of Selected Priority Problems Identified During the Needs Assessment

DIRECTIONS

This page is used to describe the selected priority problems to be addressed in this application as a result of the needs assessment for schools in need of improvement. Each school in need of improvement must describe the priority problems that will be funded with Title I money.

Select the priority problem(s) to be addressed in this application. Incorporate the selected priority problem(s) identified and noted on the Needs Assessment designated for a Title I school in need of improvement. The information on this page is used to develop the Title I School in Need of Improvement Program Plan.

> *Note:*
> A separate page must be submitted for each school in need of improvement.

Description of Priority Problem
As a result of the needs assessment, describe the priority problem in the context of the target population(s) and documented needs to be addressed in this application. The description should address causes:
- Target Population
- CAPA Findings
- AYP Indicator Missed
- Causes of Selected Priority Problem
- Areas to be Measured
- Measurement Tool
- Identification of Data Sources
- Other Relevant Information
- Person Responsible for Implementing Improvement

Examples of measurement areas are: state assessment data, other related data, disaggregated data, violence, vandalism, substance abuse, related at-risk behavior, highly qualified teachers and paraprofessionals, and professional development programs. For data associated with incidents of drug abuse, areas to address include: where, when, by whom and the extent of the drugs being used in an effort to identify priority problems.

The analysis should also address the data and the needs in the context of each identified population and the individual school served. If applicable, include information from the CAPA Report.

Priority Problem Code(s) – Population Letter and Problem Number:
Use the identifiers from the Needs Assessment: Population Categories (A-S) and the Needs Categories (1-66).

For example: Population Categories – economically disadvantaged is D
                   Needs Categories –Student Academic Needs–closing the achievement gap is 1

These codes are to be transferred to column **(1)** of the Program Plan.

TITLE I – SCHOOL IN NEED OF IMPROVEMENT
Plan Report

NCLB Requirements (§1116) and General Information
NCLB requires that every school in need of improvement develop a school plan or revise its existing one to improve the quality of teaching and learning in the school, so that greater numbers of students achieve proficiency in the areas of language arts literacy and mathematics. Schools in need of improvement must develop a new plan or revise an existing one, no later than three months after the school has been identified. §200.41

This report on the school improvement plan focuses on the plan's essential components: data analysis, improving instruction in core academic subjects, high-quality mentoring to retain qualified teachers, parental involvement and notification, professional development and resource allocation. The plan also specifies the role of the LEA and SEA in providing technical assistance and implementing the school improvement plan.

Identify the LEA, County, Project Code and School Name

School Improvement Plan Committee
The LEA and school identified in need of improvement must consult with parents, school staff, and others, such as outside experts from institutes of higher education and federal and state-funded technical assistance centers, in reviewing, developing or revising the school improvement plan.

- Check each and provide the information requested (i.e., meeting dates, number, grades represented, position, and name of facility).

Essential Elements
Schools in need of improvement must revise an existing school improvement plan or develop a new one. In either case, the plan must be <u>completed no later than three months after the school has been identified for improvement</u>. The purpose of the plan is to improve the quality of teaching and learning in the school. By providing a framework for analyzing problems and addressing instructional issues, the improvement plan will assist schools in their effort to increase student proficiency levels. The school improvement plan should be comprehensive, highly structured and focused on instruction. Specifically, the plan must include measurable goals and address:
- Core academic subjects and the strategies used to teach them;
- Professional development;
- Technical assistance; and
- Parent involvement

The plan should also specify the roles of the school, LEA and SEA in the implementation of the plan's components. If applicable, include in the development of the plan, the recommendations of the CAPA Report for the school. All of the agreed upon prioritized recommendations for the school must be included in the plan.

An updated schoolwide plan will be accepted for elements 3 and 4 of the school improvement plan.

Schools currently receiving or applying for a Comprehensive School Reform (CSR) discretionary grant should align their CSR activities to NCLB activities as appropriate. These may be referenced in the school improvement plan.

Each plan must go through a peer review process. A suggested process is provided on the Title I Web site.

TITLE I – SCHOOL IN NEED OF IMPROVEMENT
Program Plan

DIRECTIONS

The School Program Plan:
- Summarizes the needs assessment and its populations and priority problem(s) identified
- Specifies the relationship to the Performance Goals and Indicators
- Identifies the Accountability Measures (Baseline, Targets, Outcomes, Tool/Method)
- Specifies the scientifically based program(s) and the related activities used to address the selected priority problems
- Identifies which priority problems were noted during a CAPA review or tied to missed AYP indicators

> *Note:*
> - A separate Program Plan must be submitted for each Title I school in need of improvement.

Requirements:

- **Abbott LEAs:** The 2005-06 School Report on Instructional Priorities submitted in March 2004 should be included in accordance with the directions included in the Appendix to the Parallel Application on page 36 . A plan is required for district-level activities, each school in need of improvement, private school services and programs for neglected and delinquent students.

Column 1: Enter the codes for each selected priority problem(s) described on the Description of Selected Priority Problems Identified During the Needs Assessment for schools in need of improvement.

Column 2: Using one or more of the five USDOE Performance Goals, select one or more of the performance indicators to be measured that apply − USDOE or LEA derived. Enter the codes for the USDOE performance goals and the USDOE and/or LEA-derived performance indicators (i.e., 1.1; 3.2).

Column 3: Identify baseline data and performance targets/measurements of achievement/success for each priority problem listed in column **(1)** for 2005 and 2006.

Column 4: Identify Actual Outcomes from FY 2005. Refer to the form, "FY 2005 Actual Performance Targets Achieved," since identification of the actual outcomes from FY 2005 is required during the time of application development. Tools/methods that were identified to measure and collect this information on performance targets must be used. Schools are encouraged to use the best available data.

Examples of such tools/methods are: state assessments, local assessment data, attendance, discipline, promotion trends, instruction time, student/teacher relationships, focus groups, surveys, experimental control designs, socialization, teacher retention/job satisfaction, teacher qualifications, grades, classroom observations, standardized tests, portfolios, statistical evidence, state assessment data, disaggregated data, violence, vandalism, substance abuse and related at-risk behavior(s).

Column 5: Identify the tool/method by which success in reaching the performance target will be measured. See examples of measurement tools listed above.

Column 6: Before continuing to implement activities that were federally funded in FY 2005, schools must determine their success in achieving the performance targets. The results of the evaluation must be used to refine, improve, strengthen, discontinue or replace the program.

List:
- The scientifically based program using letters A, B, C….
- The activities that will be used to address each selected priority problem(s) identified in column **(1)**. Number each activity sequentially (i.e., 1, 2, 3 …) under each scientifically based program.

Note:
- The definition of scientifically based research (§9191) can be found in the *NCLB Reference Manual*.
- A Sample Program Plan is located in the Appendix/Worksheets.

Column 7: If the priority problem was cited as a finding or recommendation in a CAPA report, indicate the CAPA standard number(s) (1 to 9) and recommendation #(s) from the CAPA Summary Report. CAPA findings are likely related to identified priority problems.

SCHOOL: CAPA recommendations for the school are contained within each school's CAPA Summary Report. Schools are required to incorporate the recommendations from the CAPA Summary Report that were prioritized for Year 1 during the post CAPA prioritization meeting and that will be funded using federal resources. If a meeting was not held to prioritize the recommendations, please call your NJDOE County Ed. Specialists or Abbott local support team member.

Column 8: If an AYP indicator was missed, this should be noted in this column. Districts should consider funding priority problems relating to missed indicators. Example: Special Ed.-Math.

TITLE I – DISTRICT PLAN TO SUPPORT SCHOOLS IN NEED OF IMPROVEMENT

DIRECTIONS

NCLB Requirements and General Information
The LEA Improvement Plan details efforts at the LEA level to assist identified schools in need of improvement. Analyzing results from State assessments and other relevant data is crucial as LEA's develop their plan to assist schools in need of improvement. Also, the LEA must examine instructional, organizational, governance, or systemic factors at the LEA level and that status of its curriculum alignment efforts. Additional factors to be assessed include LEA policies and procedures, communications with schools and teachers, budgets and resource allocation, and technical assistance.   The LEA must specify the measurable achievement goals, scientifically based strategies used to strengthen instruction, extended day and extended year programs, and professional development activities.

NCLB §1116 requires LEAs to provide consultation and technical assistance to identified Title I schools in need of improvement action during the development, implementation and revision of each school improvement plan.   The LEA must increase assistance to improve the schools identified and provide activities and direction for each Title I school in need of improvement. The LEA must support identified schools and provide, or provide for, technical assistance.

This plan must also include an analysis of the previous improvement plan and its impact on student achievement along with technical assistance that is needed by the NJDOE to assist with the implementation of the new plan. If applicable, include in the development of the plan the recommendations of the CAPA Report for the schools that were reviewed. All of the agreed-upon prioritized recommendations for the district must be included in the plan.

To complete this form, respond to items 1-9. Please attach additional sheets as necessary.

LEA Plan Requirements
In addition to completing the LEA Improvement Plan, the LEA must continue to ensure that all students in schools identified for corrective action have the option to transfer, continue to ensure that eligible students have access to supplemental educational services and continue to provide, or provide for, technical assistance to schools in need of improvement. In addition, the plan must specify how the LEA will work with School Support Teams to identify schools in need of improvement for one of the following corrective actions:
- Provide, for all relevant staff, appropriate, scientifically research-based professional development that is likely to improve academic achievement of low-performing students;
- Institute a new curriculum grounded in scientifically based research and provide appropriate professional development to support its implementation;
- Extend the length of the school year or school day;

- Replace the school staff who are deemed relevant to the school not making adequate progress;
- Significantly decrease management authority at the school;
- Restructure the internal organization of the school; or
- Appoint one or more outside experts to advise the school (1) how to revise and strengthen the improvement plan it created while in school improvement status; and (2) how to address the specific issues underlying the school's continued inability to make AYP. §1116(b)(7)(C); §200.42

Districts currently receiving or applying for a Comprehensive School Reform (CSR) discretionary grant should align their CSR activities to school improvement support activities as appropriate. These may be referenced in the district support plan.

NOTE: Item 10 refers to schools that are in corrective action or planning for restructuring.

Schools going into corrective action (Year 4) must complete the checklist "Plan Report Element for Corrective Action Schools (Year 4). The "District Corrective Action Requirements" should be folded a into the school improvement plan and the district's support plan and their implementation explained in detail. If the corrective actions are revised during the school year, the NCLB application must be amended.

Schools going into Year 5, Planning for Restructuring, must complete the checklist "Planning for Restructuring (Year 5)." The district's alternative governance option for restructuring should be identified in the school improvement plan and the district's support plan. A more detailed plan for restructuring (guidance will be available shortly) must be submitted to the NJDOE for review and approval by 1/16/06. The district should anticipate which option will be pursued. If this changes after the application is submitted, the district must file an amendment.

TITLE I – SCHOOL IN NEED OF IMPROVEMENT
Supplemental Educational Services

DIRECTIONS

NCLB Requirements (§1116) and General Information
Supplemental educational services are additional academic instruction designed to increase the academic achievement of low-income students in low-performing schools. These services may include tutoring provided by state approved vendors. Supplemental educational services must be provided by a state approved provider outside of the regular school day which can include before/after school, weekend and summer vacation. Supplemental educational services must be aligned with the Core Curriculum Content Standards, be high quality, research-based, and specifically designed to increase student academic achievement *[NCLB, §1116(e)(12)(C)]*.

LEAs must arrange for the provision of supplemental educational services from approved vendors selected by the parents. Supplemental educational services are to be provided to students outside the regular school day. Providers are selected by the parent and the services paid for by the district.

Note:

For additional information see: USDOE "Supplemental Educational Services Non-Regulatory Guidance" at: http://www.ed.gov/policy/elsec/guid/suppsvcsguid.doc.

A. Notice to Parents
LEAs must provide to parents of eligible children, at a minimum, annual notice of (1) the availability of services; (2) a list of approved providers of services that are within the LEA or whose services are reasonably available in neighboring LEAs; and (3) a brief description of the services, qualifications and demonstrated effectiveness of each provider. Such notice shall be in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

If requested, LEAs must assist parents in choosing a provider from the list of approved providers, but cannot deny the parents their choice of provider.

Note: Submit a copy of the parental notification letters with this application.

B. Procedure for Selecting Students

Eligible students are limited to those that are from low-income families. They also must be low-performing. LEAs must apply fair and equitable procedures for serving students if the number of spaces in the supplemental educational services program is insufficient to serve all eligible students. LEAs must then give priority to the lowest achieving students. The criteria for identifying lowest performing students must be set by the district (e.g., Students in test grades in content areas that caused the school to be identified as in need of improvement may be given priority). LEAs may not disclose to the public the identity of any student who is eligible for, or receiving, supplemental educational services without the written permission of the student's parent(s).

C. Provider List
LEAs must enter into an agreement with state-approved providers of supplemental educational services. Required elements of the agreement as outlined in section 1116(e)(3) should be incorporated into the agreement. List the names and addresses of the providers. The list of approved providers is posted on the NJDOE Web site: www.nj.gov/njded/title1/program/ss/search.shtml .

D. Supplemental Education Services Per-pupil Costs
The statute limits the per-pupil cost to the lesser of the LEA's census based per-pupil allocation (Title I allocation divided by the ages 5-17 census poverty) **or** the actual cost of services.

Directions *(duplicate additional pages as needed)*
Column 1: List each school in need of improvement within the LEA.

Column 2: Specify the number of students eligible for supplemental educational services.

Column 3: Indicate with a check or describe the method by which parents were consulted.

Column 4: Indicate with a check the design(s) by which students will be served.

Column 5: List the supplemental educational service providers used for eligible students in the LEA.

TITLE I – DISTRICT IMPROVEMENT PLAN REPORT FOR DISTRICTS IN NEED OF IMPROVEMENT

DIRECTIONS

NCLB Requirements and General Information

The SEA must identify for improvement any LEA that, for two consecutive years, does not make adequate progress as defined by the State's accountability system. Once identified for improvement, the LEA must consult with parents, staff and other stakeholders to revise an existing improvement plan or develop a new one no later than three months after being identified for improvement.

The purpose of the LEA plan is to address deficiencies in the LEA that impede student achievement in language arts literacy and mathematics. The plan must analyze and address LEA deficits in curriculum and instruction, educational leadership, governance and fiscal operations. As a framework that includes detailed action steps, the LEA improvement plan must:

- Define specific measurable achievement goals and targets for each of the student subgroups whose disaggregated results are included in the State's definition of AYP;
- Incorporate strategies grounded in scientifically based research that will strengthen instruction in core academic subjects;
- Include, as appropriate, student learning activities before school, after school, during the summer, and during any extension of the school year;
- Provide for high-quality professional development for instructional staff that focuses primarily on improved instruction;
- Include strategies to promote effective parental involvement in the schools served by the LEA; and
- Include a determination of why the LEA's previous plan did not bring about increased student academic achievement.

In addition, the plan must specify LEA's fiscal responsibilities and the SEA's role as a provider of technical assistance. If applicable, include the prioritized CAPA recommendations.

TITLE III – DISTRICT IMPROVEMENT PLAN

DIRECTIONS

This page is used to describe the improvement plan related to each priority problem. One page should be provided for each priority problem described on the previous form.

Column 1: Identify the priority problem with a name or title that will link the problem to the problem description provided.

Column 2: Identify which performance goal(s) this problems impacts (a problem may impact all 3 goals or only 1 or 2 goals):
1. Making progress in learning English;
2. Exiting LEP programs; or
3. Attaining AYP targets for the LEP population.

Column 3: Describe the actions you will take to resolve the problem. If the action is based on a scientifically based program, please so indicate.

Column 4: Identify how you will monitor the implementation of the solution and how you will evaluate its effectiveness.

Column 5: Identify whether the improvement actions will be lead at the school or district level. Who will monitor actions at each level? If so actions will be at the school level and others at the district level, please indicate this clearly.

Column 6: Indicate the type of technical assistance that would assist your district in addressing this problem.

Title III Districts that have not met
ANNOUNCE — ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES
For two consecutive years
2003-05
NEEDS ASSESSMENT

DIRECTIONS

- A sample needs assessment for districts to use before developing a Title III improvement plan is included in the application appendices. The needs assessment **does not** need to be submitted as part of the NCLB application; however districts must maintain documentation that a needs assessment was conducted as part of the development of a Title III improvement plan.

In accordance with Title III of NCLB, a district receiving Title III funds that has failed to make progress toward meeting annual measurable achievement objectives for two consecutive years is required to develop an improvement plan. The first step in this process is to develop a needs assessment, which will include reviews at the school level. Based on this needs assessment, the district will select and describe the priority problems that they will address to improve performance of limited English proficient students. They will then develop a district implementation plan to address the problems. Problems may be addressed at the school or district level, as determined appropriate by the district. The results for the district must be compiled within a single document.

For consortium applications: The lead/applicant agency in the consortium must consult with the participant districts and submit the improvement plan on their behalf.

You may want to review the FY 2004 NCLB Needs Assessment and update, *if indicated*. Priority problems may include those identified in your NCLB project plan or they may include additional issues.

Directions for completing the Needs Assessment:
1. In the first row, indicate each school in the district. Use additional forms if necessary.

2. In section A, Performance Data by School, indicate the grades covered in each school, the number of LEP students in each school, and data for each school on the number of students improving one or more levels on their language proficiency tests, the percent of students exiting the ESL program, and whether the LEP subgroup met the AYP targets. In section B, answer the questions for each school concerning time and frequency of ESL Instruction.

3. Questions in sections C-H can be answered by a yes or no response in most cases. Respond separately for each school.

4. Section I has been provided for you to include additional criteria for evaluation that are specific to the needs of the schools in your district.

5. Complete the summary rows for each section. For example in section C. Curriculum, there are 4 questions you answer for each school. For each school, put the number of "no" responses in the C. Total row. Below the total number of "no's" calculate the % of "no" responses for the school. If there was 1 no response for school A, the percent would be 1 divided by 4 times 100 or 25%.

Summary of Priority Problems:

1. Review your responses to the needs assessment. Any square that contains a "no" response is a square that might require attention. Are the results consistent across schools? That may indicate your improvement plan needs to be consistent across the district. Are the results different by school? That may mean that your improvement plan needs to differ by school or grade level.

2. The purpose of this table is to help you determine which of the areas in the needs assessment should be a the focus of the improvement plan.

5. Summarize the results of A. Performance Data by School in a few words for each school. Next, summarize the results overall by district.

6. Summarize the results of B. Time and Frequency of ESL Instruction in a few words for each school. Next summarize the results by district.

7. For C through I, transfer the % No's for each school from the appropriate rows on the Needs assessment. Indicate with a "Yes" in the overall column if you believe this is a problem area for your district.

8. Prioritize problems and select which priority problem(s) will be addressed in the Improvement Plan. Select only the priority problems that the will be addressed in this grant application. The letter/number code for each selected priority problem will be used on the Improvement Plan.